Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at California State University, Hayward

Professional Services Division

May 23, 2002

Overview of This Report

This agenda item includes the findings of the Accreditation Team visit conducted at California State University, Hayward, which was conducted at the university from April 27-May 1, 2002. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation, and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendation

The team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for California State University, Hayward, and all its credential programs: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

- Multiple Subject Credential
    CLAD/BCLAD Emphasis (Spanish /English)
    CLAD/BCLAD Emphasis (Spanish/English) Internship

- Single Subject Credential
    CLAD Emphasis
    CLAD Emphasis Internship

- Education Specialist Credentials – Preliminary, Level I and Professional Level II
    Mild/Moderate Disabilities
    Moderate/Severe Disabilities

- Administrative Services Credential
    Preliminary Administrative
    Preliminary Administrative Internship
    Professional Administrative

- Pupil Personnel Services
  School Psychology
  School Psychology Internship

- Reading Certificate and Reading/ Language Arts Specialist Credential

- Clinical Rehabilitative Services
  Language, Speech and Hearing

- Staff Recommends that:

  1. The institution's response to the preconditions be accepted;

  2. California State University, Hayward be permitted to prepare new credential programs for approval by the Committee on Accreditation

  3. California State University, Hayward be placed on the schedule of accreditation visits for the 2006 – 2007 academic year.

Background Information

California State University, Hayward is located in California's East Bay, one of the largest urban areas in the United States which serves over 2 million people living in Alameda and Contra Costa counties. The university first opened in a local high school as the "State College of Alameda". It moved to its present location in 1963 and was renamed "California State University, Hayward" (CSU, Hayward) in 1973. There are two campuses, one in the Hayward hills of Alameda County and a smaller, satellite campus 38 miles away in the Concord foothills of Contra Costa County. This highly diverse region, Alameda County has the largest percentage of African Americans in California and there is a significant population of recent immigrants from the Spanish-speaking Americans, the Middle East, and East Asia.

Fall 2001, 13,240 students were enrolled in classes at CSU Hayward. African Americans, Asian Americans, and Hispanic Americans make up a majority of students. The demographics of the undergraduate student population during the Fall of 2001 are illustrative: 36.5% were Asian, Filipino, or Pacific Islanders; 14.4 % were Hispanic, 14.3% were African American and 63% were women.

CSU Hayward is a member of the California State University and Colleges System of 23 universities. CSU, Hayward is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Academic programs at CSU, Hayward are organized in four schools: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers undergraduate and masters degree programs in 41 fields and master's degrees in 28.

Credential programs are offered in the following areas: include Multiple Subject (elementary) (Cross-cultural, Language, and Academic Development (CLAD)/Bilingual Cross-cultural,

Language, and Academic Development (BCLAD)), Education Specialist (special education), and traditional Single Subject (Cross-cultural, Language, and Academic Development (CLAD) /Bilingual Cross-cultural, Language, and Academic Development (BCLAD/non-emphasis)) secondary programs and a baccalaureate/post-baccalaureate Multiple Subject and Education Specialist Liberal Studies/Blended Undergraduate Teacher Preparation Program. At the advanced level, special education, reading and language arts specialist, counseling and administrative services credential programs are offered. In addition to these credential programs, the college offers Master of Arts in Curriculum and Instruction, Educational Technology, Physical Education, School Administration, School Counseling, and Special Education.

Mission:

CSU, Hayward is committed to educational excellence for a diverse society. Encouraging and advancing learning is the University's primary mission. This purpose is achieved mainly by providing instruction for undergraduate and graduate students in the liberal arts and sciences and the professions, including business and teacher education. The University is also a social and cultural center for public enrichment. In partnership with surrounding communities, the University helps identify and address issues of importance to the region. To further its educational objectives, the University fosters excellence in instruction. It also encourages pursuits to stimulate among its students, alumni, staff, and faculty a lifelong enthusiasm for intellectual activity, including basic research, artistic creation, the integration of knowledge, and the application of scholarship to practical problems.

Merged COA and NCATE Visit

This visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE). The Accreditation Team, which included membership from the COA and NCATE, received a single Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was renewed and revised in 1996 and renewed again in October of 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. This is because the NCATE Unit Accreditation Board needs a report that uses the familiar language of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards.) Under the partnership agreement, universities are not required to submit Folios to the NCATE-affiliated professional associations if they are part of a state partnership. The current partnership agreement allows institutions the option of responding to the NCATE standards in lieu of the California Common Standards and for the subsequent accreditation team report to be written based upon those standards. California State University, Hayward exercised that option.

Preparation of the Institutional Self-Study Report

The Commission staff consultant, Jan Jones Wadsworth, was assigned to the institution in the summer of 2000, and met with the institutional leadership for the first time in the fall of 2001. Over the following year and one-half, there were a number of meetings between consultant staff, administration, program coordinators, faculty and staff. The meetings led to discussions concerning team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistics for a merged visit and other logistical and organizational arrangements. Considerable discussion took place regarding the comparability of the new NCATE Six Standards and the eight Common Standards. In addition, telephone, e-mail and regular mail communication was maintained between the consultant and institutional representatives. The COA Team Leader and co-chair for the visit, was appointed in the spring of 2001, and the NCATE chair, and co-chair for the visit was appointed late fall 2001. A meeting was held on the CSU, Hayward campus with the NCATE co-chair, Dr. Jan McCarthy, and the COA co-chair, Dr. Kathleen Cohn, on March 5-6, 2002 with the Dean, Associate Deans, selected faculty and the CCTC staff. The consultant, the administrator of the COA, co-chairs and university administration reviewed plans for the meeting, reviewed documents, and finalized the schedule for the visit. There was an extended discussion regarding the use of the NCATE Standards and the COA Common Standards, and availability of the appropriate documents and documentation for each standard.

Preparation of the Institutional Self-Study Report – Use of the Six NCATE Standards

The COA approved a request by the institution to use the six new NCATE Standards submitted and cross-referenced with appropriate areas of the eight Common Standards as a basis for the Institutional Self-Study document. The institution developed a side by side comparison of the two sets of standards, and cross-referenced all standard elements of both sets of standards. The institutional responses were developed in reference to all credential program areas and the institution as a whole. This was followed by separate responses to the Program Standards. For each program area, the institution decided to use the California Program Standards

Selection and Composition of the Accreditation Team

This visit was a merged Board of Examiners (BOE) and California Commission on Teacher Credentialing (CCTC) visit. The four-member NCATE team and two-member CCTC common cluster team reviewed a single NCATE Self-Study Report, worked from a common interview schedule, worked together to gather and discuss the data, jointly visited off-campus sites, and then prepared a single report on NCATE standards. Fifteen additional state team members also reviewed specific credential programs. The merged visit enhanced the ability of the teams to collect data and to carry out the continuing accreditation process.

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the School of Education, and the Commission consultant. It was agreed upon that there would be a team of nineteen, consisting of a Team Leader, four NCATE Team Members and two COA Members to review the NCATE Standards/Common Standards, a five member Basic Credential-Reading/Language Arts Cluster, a three member Special Education Cluster, a four member Services cluster including 2 members, Administrative Services, and two members reviewing the PPS-School Counseling. The CTC administrator for Accreditation and Consultant selected team members to participate in the review. Team members were selected because of their expertise, experience and adaptability in the use of the Accreditation Framework and additional experience in merged accreditation visits.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, April 27. The Team Leader and the two COA members of the NCATE/Common Standards Cluster began their deliberations with the four NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. Saturday and Sunday mornings, April 27-28, the NCATE/Common Standards Cluster examined documents on the campus. The remainder of the team arrived on Sunday afternoon with a meeting of the entire team followed by organizational meetings of the clusters. The institution sponsored a dinner on Sunday evening to provide an orientation to the institution via a multi-media presentation and a welcome from the university president.

On Monday and Tuesday, April 29 and 30, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook.* The institution arranged to transport selected team members to public school campuses and their local satellite sites used for collaborative activities. On Monday and Tuesday afternoons, selected team members visited most notably the New Haven, West Contra Costa and Oakland Unified School Districts where they reviewed facilities and budgets, as well as interviewed faculty, candidates, graduates and employers. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs, Consultant and Cluster Team Leaders met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the NCATE/Common Standards Cluster, since the findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework,* and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a

decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the Standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular strengths beyond the narrative supporting the findings on the standards and concerns beyond the narrative supporting the findings on the standard. It was understood that the decisions on the standards might differ slightly for the NCATE team report and the state team report based upon small differences between the national and the state standards.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit. The team discussed each NCATE/Common Standard. It was decided by consensus of the full team, that although all of the NCATE/Common Standards were met for NCATE purposes, with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas. Therefore, the team recommended **ACCREDITATION**.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook.*   The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations,"   "Accreditation with Probationary Stipulations," or "Denial of Accreditation."

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDTATION TEAM REPORT

INSTITUTION: **California State University, Hayward**

DATES OF VISIT: **April 27-May 1, 2002**

ACCREDITATION TEAM
RECOMMENDATION: **ACCREDITATION**

RATIONALE:
The recommendation pertaining to the accreditation status of California State University, Hayward and all of its credential programs was determined according to the following:

> NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team, NCATE and COA, reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement.

> PROGRAM STANDARDS: Team clusters for (1) Basic credential programs, (2) Specialist credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, considered whether the program standards were either met, met minimally, or not met.

ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation was based on team consensus that the six(6) NCATE Standards were met, with one identified area for improvement for purposes of the NCATE report, that Standard 6 was met with one identified area of concern for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all Program Standards were met for all program areas. The following report further explains these findings.

Team Leader: **Kathleen Cohn** (Team Co-Chair)
                              California State University, Long Beach

Common Standards Cluster:

        Jan McCarthy, Cluster Leader, NCATE Chair (Team Co-Chair)
University of South Florida

        Clifton Edwards (NCATE Member)
Pennsylvania State Department of Education

        James Ehmen (NCATE Member)
Janesville Consolidated School (Iowa)

        Mary Tanner (NCATE Member)
University of Tennessee, Chattanooga

        Mark Fulmer (CCTC/COA Member)
Visalia Unified School District

        Arlinda Eaton (CCTC/COA Member)
California State University, Northridge

Basic Credential Cluster:

        Joel Colbert, Cluster Leader
California State University, Dominguez Hills

        Sharon Brockman
California State University, Stanislaus

        Felecia Bessent
Elk Grove Unified School District

        Katy Anderson
California State University, Chico

        Karen Hayashi
Elk Grove Unified School District

Specialist Credential Cluster:

> **Judy Mantle,** Cluster Leader
> University of San Diego
>
> **Sandy Gilbert**
> Desert Sands Unified School District
>
> **Joanne Abrassart**
> Murietta Valley Unified School District

Services Credential Cluster:

> **Marcia Weill,** Cluster Leader
> Folsom-Cordova Unified School District
>
> **Carol Purcell**
> California Department of Education (Retired)
>
> **Lori Kim**
> California State University, Los Angeles
>
> **Beverly Neu**
> University of Southern California

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Portfolios

Electronic Portfolios
Textbooks
Assessment Measures
Descriptions of Field Sites
Written Agreements w/Districts

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Credential Cluster	Services Credential Cluster	Specialist Credential Cluster	**TOTAL**
Program Faculty	4	63	39	19	20	**145**
Institutional Administration	6	31	12	3	1	**53**
Candidates	4	80	148	75	51	**358**
Graduates	2	56	49	43	23	**173**
Employers of Graduates		24	20	9	8	**61**
Supervising Practitioners		23	34	9	18	**84**
Advisors		25	11		5	**41**
School Administrators		29	23	4	8	**64**
Credential Analyst		1	3	1	1	**6**
Advisory Committee	2	25		24	18	**69**

TOTAL   **1054**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

STANDARD 1: Candidate Skills, Knowledge and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A. Level: Initial and Advanced

B. Findings

Content Knowledge for Teacher Education

Teacher candidates and other school personnel at California State University at Hayward (CSUH) participate in programs that are aligned with content and specialty program standards as established by the California Commission on Teacher Credentialing (CCTC). The candidates and other school personnel are assessed at program entry, during participation in the program, at midpoint and exit, and through follow-up assessment strategies. Each program has developed an assessment plan that is consistent with the conceptual framework of the program and with the vision of the School of Education and Allied Studies (SEAS). At the time of the visit, interviews with faculty, students, and K-12 partners provided ample evidence that the unit had aligned the program with goals and concepts embedded in the conceptual framework. Course alignment and course activities were consistent with the skills, knowledge and dispositions set forth in the program knowledge base.

Teacher candidates at CSUH presented evidence of content knowledge expertise, pedagogical expertise and professional knowledge sufficient to meet NCATE and CCTC standards. Evidence of their ability to influence learning was provided through student work samples and portfolios, and was verified in interviews.

In California, the content knowledge that teacher candidates acquire is referred to as "subject matter competency" or "subject matter preparation". Some candidates for the Multiple Subjects (Elementary) Teaching Credential and the Single Subjects (Secondary) Teaching Credential establish their mastery of subject matter through completion of an appropriate undergraduate subject matter preparation program with the resulting degree awarded. Others establish subject matter mastery by providing evidence of mastery by passing the *Multiple Subjects Assessment for Teachers* (MSAT) exam for elementary certification or the Praxis II content exams for each Single Subjects (secondary) credentialing area. This secondary exam is referred to as the *Praxis II Subject Assessments for Single Subjects Teaching Credential.*

Candidates must have their content knowledge verified prior to student teaching. The exception is the internship credential program that requires candidates to verify subject matter competency upon admission to the program.   This internship route is mandated by the state of California to help school systems staff in face of a major teacher recruitment and retention crisis.

Undergraduate programs leading to a CCTC-approved Single Subject Matter preparation include, English, foreign language, math, music, physical education, science, social science and

art. The undergraduate preparation for Multiple Subject Matter credential is in liberal studies. The CCTC has written standards in the Multiple Subject and each Single Subject Matter area and an examination of the material provided to the team along with interviews provided ample evidence that these standards met or exceeded NCATE Standard I.

In 1998, California implemented a required exit exam for all Multiple Subject candidates in the area of reading. A passing score on the *Reading Instruction Competence Assessment* (RICA) is required in order to receive a teaching credential. While the exam is presently required only for elementary candidates and special education candidates, the reading curriculum for secondary candidates has been revised and rewritten to enhance the skills in the teaching of reading for these candidates as well. Evidence supplied at the time of the visit showed a 2000-2001 pass rate of about 99% for CSUH, higher that the statewide pass rate of 97%. This data was provided for Title II report purposes.

In addition to required coursework or evidence of mastery of subject matter through examination, the program requires students to demonstrate evidence of subject matter mastery through field experience. All candidates complete three quarters of field experience as student teachers or interns. The *California Standards for the Teaching Profession* (CSTP) are used to measure the performance of beginning teachers. Of the six standards under which novice teachers are measured, one called "Understanding and Organizing Subject Matter for Student Learning" provides a set of measurable objectives to support the candidate's ability to cause a growth in student learning in content knowledge. The assessment of subject matter knowledge for student learning was analyzed through student learning projects and examinations.

Content Knowledge for Other Professional School Personnel

The Unit provides programs which lead to credentials for the administration, clinical child counseling, clinical rehabilitative services/speech, language and hearing services, reading specialist, school psychologist and programs for educational technology leadership, curriculum, reading, special education, educational leadership and clinical child psychology. The candidates in these programs receive sufficient coursework and pedagogical training to meet the requirements as set forth by the CCTC or professional accrediting bodies such as the National Association of School Psychologists . Performance assessments of candidates in these programs is managed through coursework and fieldwork and is strengthened by the cohort nature of the experience; especially those offered through the off campus sites. Culminating experiences consisting of thesis, capstone projects or graduate synthesis courses, provide other evidence of mastery in subject area. In the case of the school psychology program, candidates must pass the *PRAXIS II National Examination in School Psychology.* The Unit provided information regarding 2001-2002 pass rate for this exam of 93.3%.

Pedagogical Content Knowledge for Teacher Candidates

The CCTC defines for the units through its *Standards of Quality and Effectiveness for Multiple and Single Subjects Credentials* and the *California Standards for the Teaching Profession* the pedagogical content knowledge that teacher candidates must acquire. The mastery of these standards is developed through coursework and through field experiences. Of

particular note is the emphasis on mastery of skills that allow the teacher to be effective in diverse classrooms and the effective use of technology by the teacher candidate. These two concepts are clearly evident in the unit's vision statement and are embedded in the conceptual framework. Assessment of these pedagogical skills is continuous and aligned with the state's standards and objectives. Academic rigor is enforced through the B average required in all mandated coursework and the requirement that all courses resulting in a grade of D or lower be repeated.

The field experience setting is the primary vehicle for evaluation of the candidate's ability to use teaching strategies to drive student learning. The Unit relies heavily on feedback from field supervisors in the district and by university supervisors. The interview schedule and documents provided evidence that this was done with regularity and in a systematic way. The results are used to improve delivery and performance.

Professional and Pedagogical Knowledge and Skills for Teachers

The Unit has created, through coursework and field experiences, the opportunity for candidates to learn and demonstrate their knowledge and skills in the professional and pedagogical behaviors of teachers. Set forth by the before mentioned CCTC standards adoption for all California programs, the unit adheres to the categories with the attendant standards.

In the area of professional and pedagogical knowledge, the state's categories of "Program Design and Curriculum" (I) "Field Experience" (II), and Candidate Competence and Performance" (III) are all heavily weighted toward the delivery of the appropriate professional and pedagogical knowledge and skills. In complying with the standards set forth in these categories, the unit provides coursework and field work experiences designed to build competency and measure performance. In field experiences, the *California Standards for the Teaching Profession* is the evaluation instrument used to measure performance in the field.

Professional and Pedagogical Knowledge and Skills for Other School Personnel

Expectations of students in these programs are heavily driven by standards created by the state or by national organizations. The students are, through coursework and projects directed toward activities with a professional practice application. Of particular note is the Administrative Services Credential/MS in Educational Leadership. Students are directed to use the field experience requirement to develop an assessment project. They will then use existing school data and analyze it to develop a strategy for improving student achievement. Other programs have similar real world curriculum features that result in professional and pedagogical knowledge growth for these students. This part of each program's is assessed through course assignments , special projects and the individual mentoring and support that characterizes the cohort nature of these programs. Survey data and interviews with employing K-12 partners provided evidence of satisfaction with the level of knowledge graduates acquire.

Dispositions for All Candidates

The Unit's mission statement provides a strong directive to the faculty and students regarding dispositions to be cultivated during the course of the development of teachers and other school personnel. The emphasis is on collaboration, leadership, social justice, democracy, and a world forever changed by technology and increasing diversity. These dispositions show up in course syllabi, student projects, handbooks, evaluation instruments, and fieldwork. While there is some attempt to tailor some dispositions to particular programs, the evidence is strong that the mission statement and the conceptual framework have performed well in this regard. Conversations with program leaders indicated a modeling of these dispositions through the way they articulated their approach to working with these students and adapting their schedules and agendas to meet the needs of the diverse student population which they serve. Additionally, the ever present CCTC standards serve to reinforce this emphasis on the values that undergird competent professional educator behavior.

Student Learning for Teacher Candidates

Interviews with faculty and materials examined revealed the extent to which the vision, conceptual framework, and disposition statement are providing the platform for these candidates to support the goal of student learning. The goals of social justice and democracy drive the faculty to impress upon students from the beginning of their programs of study that they will be expected to work effectively with all students. The programs are then infused with this overall agenda for providing learning experiences to children that bring all children along in the educational process. Evaluations of student performance in clinical settings targets this student learning focus and candidates are taught how to assess the performance of students in order to monitor and adjust learning experiences.

Student Learning for Other School Personnel

The role of critical other school personnel in creating positive learning environments for all children through their respective professional assignments is well articulated. The K-12 partners reported good understanding and skills in working with families and communities and in providing support to teachers engaged in direct instructional roles. The unit's emphasis on the creation of collaborative leaders was evident.

Overall Assessment of the Standard
The Unit provided evidence to indicate that teacher candidates and other school personnel demonstrate the knowledge, skills and dispositions to meet program, state and national standards.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 2: Assessment

The Unit has an assessment system that collects and analyses data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

A. Level: Initial and Advanced

B. Findings:

Assessment System

The SEAS expressed its commitment to Assessment and Evaluation by incorporating it as one of four major areas of its 2000-2003 Strategic Plan. The Plan identifies two goals under Assessment and Evaluation 1) Engage all faculty in processes of assessment and evaluation, and 2) Support program development and renewal that results in high quality programs. As part of its effort to accomplish the goals set forth in the Strategic Plan the unit has developed an Assessment Plan that incorporates candidate assessment activities and outcomes into the assessment of its professional education programs. An outline of the development of the Assessment Plan was presented on pages 37-38 of the Institutional Report. A more extensive "Timeline For The Development and Implementation Of The School Of Education And Allied Studies Assessment System Action Plan" was available for review during the accreditation visit. The Timeline identifies the planned activities and progress made on implementing the system from September 1999 through January 2004.

A narrative description of the Assessment Plan has also been developed and describes the activities that have been accomplished through February 2002. In the overall plan each program will identify and conduct assessment activities at the candidate and program level that ultimately will feed into an assessment of the unit. The plan calls for the identification of "transition" points for candidates in each program. These transition points have been identified as: 1) admission, 2) mid-point, and 3) exit. "Major assessments" are supposed to be selected for each of the transition points that allow faculty to determine whether candidates have acquired the identified knowledge and skills. However, from the review of the documents and interviews with faculty and students it was not clear where "midpoints" occurred in the program and what "major assessments" would take place at the midpoints. The available evidence indicated that multiple sources of data were collected from coursework and field experience while the candidate was enrolled in the program with no apparent connection to any "midpoint" faculty decisions. This evidence is discussed in the Data Collection section below.

Other than the issue of midpoint identification and major assessments the review of the plan and interviews with the faculty and administrators indicated that the unit had made significant progress in its planned implementation of an effective Assessment System. Once fully implemented the plan will compile data on candidate performances, based on internal and external assessments, with data collected through surveys of graduates and K-12 school personnel, and accreditation and evaluation activities by professional organizations and governmental agencies into a system of continuous program development.
Quarterly Strategic Plan Progress Reports provide continuous monitoring of implementation efforts.

Data Collection, Analysis, and Evaluation

The Assessment Plan identifies three (3) candidate assessment transition points: admissions, mid-point and exit. Assessments common to programs within each type of program (initial – basic credentials and advanced – specialist credential, services credential, and master's degree programs) are described as follows:

Initial

For admission to initial credential programs, applicants submit verification of having: (1) taken a basic skills tests in reading, writing, and mathematics (CBEST), (2) earned a GPA of at least 2.67, and (3) fulfilled at least 40 hours of early fieldwork. Subject matter clearance through successful completion of a subject matter program or passage of MSAT or Praxis/SSAT is an additional requirement. Knowledge of the U.S. Constitution can be provided via transcript or exam passage. All applicants are interviewed by faculty as part of the admissions process.

Midpoint assessments of knowledge, skills, and dispositions are multiple and varied, including in-class activities, written assignments, and fieldwork. Both university supervisors and master/mentor teachers provide candidates with written feedback regarding their observations of the candidates' teaching. A GPA of 3.0 or higher must be maintained. These activities and associated data appear to take place throughout the program rather than at a clearly identified "midpoint." No specific "major" assessments were in evidence.

Among the exit assessments in the initial credential programs is a portfolio that documents the candidate's achievement of each of the California Standards for the Teaching Profession. This documentation includes samples of their K-12 students' work. Candidates' knowledge, skills, and dispositions are summarily assessed as they complete their fieldwork. Upon exiting the program a candidate's GPA must be 3.0 or higher.

Advanced

To meet admissions requirements for *specialist credential programs*, applicants need to hold a preliminary/level I teaching credential, submit letters of recommendation, and write a personal statement/letter of commitment. Primarily grades in coursework are used as midpoint assessments across specialist credential programs. Final evaluations through which faculty determine whether or not each candidate has developed the knowledge, skills, and dispositions defined for the program serve as exit assessments.

Prospective *services credential* candidates submit an application packet that verifies a GPA of 3.0 or higher, passage of a basic skills test (CBEST), a written statement of purpose, and letters of recommendation. Additionally, they are interviewed by faculty.

A variety of midpoint assessments are used to monitor candidates' knowledge, skills, and dispositions. Performance-based learning activities, faculty/supervisor evaluations, and grades are among these assessments. To exit a services credential program, candidates present a portfolio and participate in an exit interview.

Master's programs in the SEAS have some admissions requirements in common. Prospective candidates need a GPA 3.0 or higher. They must submit letters of recommendation. Candidates' knowledge, skills, and dispositions are evaluated through a variety of performance assessments that are reviewed at midpoint transitions. At exit candidates present a portfolio and/or research/graduate project. They must have maintained a 3.0 GPA or higher.

The Institutional Report identifies the planned activities for obtaining, analyzing and reporting data other than that immediately available through the direct assessment of the candidates. Appropriate staff at the programmatic and departmental levels have been included in the Assessment Plan development process and are knowledgeable of the structure and timelines. Adequate databases and technological maintenance systems have been identified and allocated as part of the implementation plan.

Use of Data for Program Improvement

Once the plan is fully implemented it appears that significant data will be generated in a manner that will allow the unit to monitor the progress of its candidates and the performance of its programs. Evidence of the unit's commitment to using this type of assessment data was apparent from interviews with candidates and administrators from local school districts. Candidates indicated that the unit has always been responsive to the concerns expressed in their course evaluations. They reported evidence of faculty being replaced as a result of expressed student concerns. Other candidates reported providing input on field supervisors that led to their dismissal. School administrators pointed out the adjustment of enrollment and field placement schedules to accommodate the needs of their school districts. Although anecdotal, the interviews with personnel through the professional education community attest to the willingness of the unit to respond to assessment data in the development of its programs. The more systematic approach identified in the Assessment Plan should only foster this commitment that is reflected in the Strategic Plan.

Overall Assessment of the Standard

The unit has developed an assessment plan that collects data about the performance of its candidates and programs. A timeline for the implementation of the plan has been constructed and a system for monitoring the progress towards full implementation has been created. The timeline depicts the continuous collection, analysis and evaluation of the candidates and programs over a four-year period ending with full implementation and program modification in 2004. Other than the clarification of the concept of when "midpoint" assessments take place and the identification of the "major midpoint assessments" of candidates, the assessment plan was clearly articulated.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

A. Level: Initial and Advanced

B. Findings:

Initial Preparation Programs –

Multiple Subject and Single Subject Teaching Credential

Candidates complete field experiences as either student teachers or interns. Field experiences are designed to correspond to the K-12 academic calendar. There are two separate assignments, one from September to December and one from January to June. The approximate time in the first assignment is 180 hours with 560 hours in the second assignment.

According to the Department of Teacher Education's CLAD Credential Program Multiple Subject Handbook, students entering the student teaching portion of the program have two entry points. The assignment begins with an observation period in August and September. Formal student teaching begins with the fall quarter and extends until the last day of classes in December. The students are at school five mornings each week.   The second placement requires students to be in the classroom five mornings and two afternoons. The final phase requires a candidate to be in the classroom five days with two continuous weeks of solo teaching. The winter session is basically the same, beginning in January and ending in the fall.

All applicants for admission to the multiple subject credential program must complete a verified successful experience with children in a classroom or classroom-like setting. The minimum requirement is verified forty-five hours with at least two letters of recommendation from two different individuals, as noted in Admissions Handbook.

One feature of the Blended Multiple Subject field experience is the need to accommodate transfer students as well as four - year students on campus. Provisional admission is given the junior year; full admission is given the senior year. Field experiences are taken in lower division courses that expose students to elementary classrooms early in the undergraduate program. Foundation liberal studies courses are taken prior to provisional admission.

In the junior year, candidates are required to take two quarters of Intermediate Experience in the Elementary. In the senior year candidates are required to do three quarters of supervised student teaching in elementary school classrooms. Many students come to the program with some initial field experiences selected on their own or provided by specific district programs and courses. During the junior year field experience courses, candidates are assisted with selecting schools.   For the student teaching experience in the senior year, team leaders arrange for appropriate schools and master teachers.

The role of the team leader is to coordinate thirty-five to forty candidates from initial selection to final evaluation and recommendation for credentials. He/she is also responsible for

monitoring programs and communicating cross-cultural experience and demonstration of competence to enter profession.

Candidates for the CLAD must have one assignment in a classroom with English Learners and teach under the supervision of a teacher with appropriate training. Candidates for BCLAD have at least one assignment where Spanish and English are both used.

The advanced programs require varying amounts and types of placements in field experience. The credential areas are: Administrative Services, School Psychology, Reading and Language Arts Specialist, and Level II Special Education.

Collaboration between Unit and School Partners

According to data from Title II reports , the number of field experiences by student teachers has declined with a rather rapid rise in the number of field placements as interns. In order for SEAS to provide the level of collaboration and support needed for the field experience by interns, the unit has created university-district partnerships. The University has formed partnerships with the New Haven Unified School District, the Oakland Unified School District, and the West Contra Costa Unified School District.

Representatives from East Bay district schools participate in meetings and workshops held by the Department of Teacher Education. Participating school districts and Department of Teacher Education have team leaders that work together on course delivery and field placements. The team leader interviews candidates and arranges field placements. They work closely with administration, principals, and master/support teachers. The team leader participates on advisory councils and in the design and oversight of the program. The Blended Program Council will be expanded to include K-12 educators according to the Unit's Blended Program report. Further evidence of collaboration is on file with the Policies for Field Experience and Clinical Practice. Interviews with school district personnel and local school district leaders indicated each had an equal voice in working with the unit personnel.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The design, implementation, and evaluation of field experiences are joint ventures among the SEAS and K-12 school districts in Alameda and Contra Costa Counties. The design of field experiences is completed in collaboration with K-12 educators. The field experiences reflect the unit's mission and vision with an opportunity to develop knowledge, skills, and dispositions. Several current interns reported on the technology requirements designing web pages and electronic portfolios. K-12 educators also collaborate in the evaluation of field experience and clinical practice.

Candidates Development and Demonstration of Knowledge, Skills, and Disposition to Help all Students Learn

All programs have criteria to screen candidates prior to the time they begin field experience. All field experience is completed concurrently with program courses. The entry requirements for Multiple and Single Teaching Credentials for both student teaching and internship are: 1) passing scores on CBEST, 2) subject matter competence, indicated by either a passing score on relevant test or completion of 80% of the undergraduate subject matter preparation program, and 3) other specific requirements. A separate CLAD field experience evaluation is used to assess candidates earning the Cross-cultural, Language, and Academic Development emphasis.

Advance programs have very specific requirements, placement sites, and activities. School Psychology and Educational Leadership track their candidates with appropriate assessments. When ready for credentialing, the requests are forwarded to Credential Student Services.

There is in place a formal and informal process to track candidates in the field experiences. The formal tracking of necessary requirements is done by the Credential Student Services Center. The informal is performed by the team leader focusing on the number and type of diverse classrooms experiences. The team leader at the field site serves as mentor. He/she works with his/her cohort group to ensure the experience is valuable for both the student teacher/intern and classroom. The team leader works with the building principal and university professor to facilitate the placement.

In many cases current student teachers and interns reported that the reflection process helped them focus on their teaching. One cohort group reported on the feedback process dealing with class instruction on site. The cohort members were able to evaluate the class at the end of the sessions as well at the end of the course.

The summative field experience evaluation is a narrative and checklist of California teacher standards and descriptive criteria. The partner /support teacher or university supervisor completes the evaluation at the end of the placement.

Overall Assessment of Standard

The field experiences designed by the unit provide multiple opportunities for interns/student teachers to become part of the professional community of the school. Candidates plan, implement, and evaluate the learning environment in which they are immersed. The experiences are truly focused on the unit's theme – "preparing leaders committed to social justice and democracy."

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Level: initial and advanced

B. Findings:

Courses and field experiences are structured to help candidates develop the knowledge, skills, and dispositions needed to be an educator in a diverse learning environment. The SEAS mission to "prepare collaborative leaders, committed to social justice and democracy" is reflected in the manner and style of the unit. The unit as part of the larger campus community prides itself in developing an atmosphere of support, welcoming, and caring for all. There is the thought and feeling that diversity strengthens the intellectual vitality of the campus. SEAS has become the leader on campus to become more service oriented with additional community involvement.

Design, Implementation, and Evaluation of Curriculum and Experiences

The SEAS faculty and staff developed four learning objectives for social justice and democracy. They are: 1) graduates will have knowledge and skills to develop and implement research based programs and strategies that create access and opportunities resulting in equitable outcomes, 2) graduates will create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness, 3) graduates will demonstrate the ability to work collaboratively at the system level as change agents to create socially just solutions, and 4) graduates will have the ability to identify social injustices and the courage and commitment to engage in action and advocacy to redress them. A curricular matrix was designed to indicate the course where the content or strategy met the diversity objective. Some course syllabi reviewed reflected the diversity objectives. The unit has a goal to have all course syllabi updated with diversity objectives by Winter 2002.

The Blended Multiple Subject Program gives prospective teachers a perspective on the nature of culture and cultural diversity in the United States and California. The focus in these courses is on the general principles of a culturally responsive pedagogy. The Single Subject, Multiple Subject, and Single Subject with CLAD emphasis programs include diversity objectives by describing historical patterns of cultural diversity and again relating principles of a culturally responsive pedagogy.

Several SEAS faculty members interviewed gave specific examples of projects and/or activities they used to meet the diversity objectives. MS in Education, Curriculum Option requires students to do action research on social issues. The format of the activity is for students to gain hands on action research, review the literature and then return to their home campus to impact the social issue. In this format, the class discussion focuses on the differing needs of fairness and equality. Another course project is an individual portfolio with an evaluation detailing understanding of the concept of social justice. The Department of Educational Leadership

provides a resource guide on diversity issues for administrators. The cohort model of support and instruction reflects the department's view of collaboration. Also courses have forums on how leaders resolve or deal with social issues. Beyond individual program experiences, the unit requires all student teachers and interns to have a significant multi-cultural experience. The placement process for interns and student teachers focuses on providing as many opportunities for working with diverse student populations as possible. These experiences are designed to ensure that all candidates possess the knowledge and skills to work with culturally diverse learners.

Experiences Working with Diverse Faculty

Candidates have opportunities to work with diverse faculty, both at the University and in the schools where they complete field experiences and/or internships. All SEAS faculty have experience working with diverse candidates and K-12 students. The range of diversity of faculty includes African American, Asian American, and Hispanic American. The diversity is also reflected in the ratio of male to female faculty. Faculty from the departments of Educational Leadership, Educational Psychology, and Teacher Education participate with cohorts at remote sites and/or supervise and/or instruct with partnership schools' cohorts of student teachers and interns.

The University's Faculty Diversity Program, begun in 1989, is a recruitment device to enable departments to discover and speedily hire highly qualified minority candidates by: 1) assisting departments without prior university authorization, 2) hiring a minority faculty without a completed search process, and 3) hiring a minority candidate as an additional position during an approved search.

Partnerships and grants have provided more opportunities to bring a more diverse faculty into contact with the SEAS candidates. Further, these opportunities allow more interaction between minority educators on site with the candidates.

Experiences Working with Diverse Candidates

Although the campus seems to reflect a suburban image, the university has made for the past ten years a goal of attracting diverse candidates. California provides a mix of ethnic diversity from which the unit attracts candidates. The Urban Teacher Academy recruits minority and urban individuals. The academy has five components. Those components are: 1) future teacher mentoring program, 2) college level course – High School Teachers for Tomorrow, 3) Groundhog Job Shadowing – job shadowing for high school students, 4) Day of the Teacher , and 5) preparation classes for California Basic Education Skills Test.

The alternative certification partnership with West Contra Costa and California State University is an intern program designed for multiple subject and single subject with CLAD emphasis that has a secondary goal to recruit into the profession under-represented minorities.

Experiences Working with Diverse Students in P-12 Schools

Field experiences in the unit's service area provide many opportunities to work with a diverse student population. In one interview a former intern stated that the program had both an expectation to work with diverse learners and a requirement to implement successful teaching/learning in a diverse environment. This total immersion in a culturally diverse setting allows candidates to see that all students need the best teacher possible. Another current intern spoke to her ability to focus on individual student needs rather than upon a more generalized diversity strategy..

Overall Assessment of Standard

The university and unit value diversity. The unit's mission focuses on collaborative leaders committed to social justice and democracy. The new vision statement makes a stronger statement about diversity. They have a vision of exemplifying ideals of social justice and democracy. This bold statement was reflected in all areas and influences of the unit.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance: they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

A. Level: Initial and Advanced

B. Findings:

<u>**Faculty Qualifications**</u>

The School of Education and Allied Studies (SEAS) is guided by the requirements set forth by CSUH and the conditions set forth in the Collective Bargaining Agreement with the California Faculty Association.   These conditions ensure that highly qualified faculty are hired and retained in order to prepare professional education candidates to pursue the unit's mission. The California Education Code sets forth the credential and experiential requirements for teaching methods courses and supervising field experiences. The qualifications of the faculty in the programs at both levels are in compliance with the Code. Interviews with faculty and administrators supported the commitment of the unit to identify and recruit faculty with strong experiential and academic credentials that reflect a belief in social justice and democracy.

The SEAS Strategic Plan 2000 – 2003 sets the stage for faculty intellectual vitality in its "Excellence in Teaching" goal that identifies the following objectives:
*Promote continuous improvement in teaching
*Create a professional culture in which scholarship and professional development is valued, supported and celebrated.
* Increase technological access and support for enhancing teaching productivity and student learning

During the Spring 2002 semester, the unit reported that 125 faculty members were employed in the array of professional educator programs offered at CSUH. All faculty members hold at least a master's degree. All thirty-nine (39) tenure-track faculty and many of the part-time faculty hold doctoral degrees. From the interviews with the faculty and the review of the faculty vitae it was determined that many part-time faculty without terminal degrees were enrolled in doctoral studies.

The SEAS employs 86 part-time non-tenure track faculty in initial and advanced preparation programs. These faculty members are used primarily as "lecturers", conducting class instruction and/or supervision of field experiences. Part-time faculty in the initial preparation programs, (Single Subject Credential, Multiple Subject Credential and Level I Special Education) are required to meet the experiential and credential requirements established by the California Education Code.   Part-time faculty in the advanced preparation programs (Administrative Services Credential, Level II Special Education, School Psychology Credential, MSE with identified Options) that do not have doctoral degrees have strong experiential backgrounds and demonstrated expertise in their fields of assignment. As a rule the unit demonstrates a commitment to ensuring that tenure-track faculty teach the primary or core courses of the disciplines. Interviews with candidates suggested that part-time faculty in the

advanced preparation programs often bring valuable knowledge and skills that derive from their current full-time employment in the K-12 schools.

The unit has attracted a faculty whose academic preparation and terminal degrees come from a wide range of higher education institutions that have been recognized for their contributions in the field of education. They include the University of Oregon, Wisconsin, Berkeley, Texas, Pittsburgh, Stanford, Ohio State, Indiana, Southern California, Harvard, and New Mexico. This broad academic preparation is supplemented by the experiential qualifications of the faculty which derives from extensive professional employment as K-12 teachers, administrators, school psychologists and other support service personnel. The faculty throughout the professional education programs are characterized by strong academic and experiential backgrounds that facilitated and was reflected in their intellectual vitality.

Modeling Best Practices in Teaching

Faculty performance in modeling best practices in teaching is ensured by the unit. The selection of faculty in the preparation programs at the initial level is based in part on their demonstrated ability to model best practice in their assigned areas. The faculty in the advanced preparation programs, including part-time faculty with primary employment in the K-12 schools, have demonstrated the abilitiy to model best practice in teaching and in educational service areas. Recognition of exemplary teaching practice was ascertained at the time of the review through a review of course syllabi with the identified course assignments. These assignments included candidate observations, reflections and critiques of lesson plans, instructional strategies, K-12 teachers and students. At times assignments required candidates to reflect on demonstrations of mentor teachers and/or peers. At other times, self-reflection is used to encourage deeper understanding of modeling. Throughout the professional education programs candidates are assessed through multiple activities that serve as a model for novice professionals to incorporate in the K-12 schools.

The interviews with candidates and cooperating school personnel provided additional evidence that the faculty in the program demonstrate current knowledge and model teaching behaviors and strategies that facilitate learning. The increasing integration of technology into campus instruction and candidate assignments was often pointed out as a trend characteristic of the programs. The CSUH campus has made a major financial investment in technology both in equipment and personnel to support the use of technology in instruction and student advisement. The sustained support over time has resulted in a significant amount of technology interface throughout programs. The expertise of many of the faculty, some of whom are recent K-12 school retirees and some of whom are current K-12 employees, was often pointed out as a strength of the programs because of the practical application of skills and understanding that they offer candidates.

Finally, the conditions set forth in the collective bargaining agreement for retention, promotion, and tenure provide for an evaluation of teaching practices that fosters the incorporation of best practices. Several courses require feedback on the instruction after each class. Some courses also utilize web-based discussions to provide field supervisors with feedback on the quality of instruction through the quarter.

Modeling Best Practices in Scholarship

Scholarship is valued by the unit and by the professional education faculty. The review of exhibits and faculty vitae, and the interviews with candidates, faculty, and personnel from the K-12 schools provided evidence of a high level of faculty involvement and scholarship over a wide area of educational venues. The unit provided extensive evidence of faculty scholarship in support of a faculty committed to expanding their professional expertise and increasing the knowledge base of the profession that they are preparing candidates to teach and/or serve.

A partial list of the faculty publications available in the exhibits room included such titles as: <u>Who Will Save Our Schools</u>, <u>Building Leadership Capacity in Schools</u>, <u>Portraits of Teachers in Multi-Cultural Settings</u>, <u>Counseling the Culturally Different</u>, <u>Building Inclusive Schools</u>, and <u>Best Practices in School Crisis Prevention and Intervention</u>. The published works on display were reflective of the theme of "social justice and democracy" found throughout the unit and in efforts of the faculty.

Other scholarly writing identified through the review of the vitae and primary documents and interviews with the faculty included such wide-ranging topics as: "Positive Behavioral Support Training", "An Investigation of the Relationship Between African American Language and Culture, and Literacy Acquisition and Development," "Independent Monitor for Special Education Compliance in the Ravenswood School District, East Palo Alto, California Deaf Blind Services," "Collaborative Regionalized Outreach and Training of Diverse Teacher Candidates for Students with Severe, Low Incidence Disabilities," "Positive behavioral support: Evolution of an Applied Science,"

"Inclusive Education Starter Kit: Manual 1-Districts and schools, & Manual 2-Classroom based strategies," "The Implications of National Policies in the United States, Brazil, El Salvador and Peru on Early Childhood Teacher Education," "How can local interactive on-line discussion assist culturally divers students in learning?" "Retention of New Teachers in a Urban Setting" "A Leadership Experiment: Teachers and Parents as Decision Makers." This list, though somewhat lengthy, is a small sample of the many scholarly pursuits of the unit's faculty.

Faculty scholarship was also evident through the topics addressed in the presentations of the faculty at meetings of the various professional organizations. Included in the presentation topics were: "The effectiveness of a remedial computer based reading program." "Culture and Internet Technology in Education." "Creating Equitable Bay Area Schools." "The Impact of K-12 Student Content Standards on Teacher Preparation Programs." "Character Education: Enhancing the Dialogue." "Leadership Agency and Educational Change: The Centrality of Leaders' Theories of Action." "Teaching Bold, Socially Responsible Leadership."

The conditions set forth in the collective bargaining agreement for retention, promotion, and tenure provide support for the value of scholarship in informing educational practice. The evidence indicates a level of scholarship through scholarly writing and professional presentations.

Modeling Best Practices in Service

The faculty in the unit are involved in many professional education service activities that contribute to the enhancement of the programs, the expansion of their knowledge and the improvement of the education of the candidates and K-12 students. The faculty's participation in the array of service activities is evident within CSUH and in many pursuits external to the university. Faculty service is required under the conditions for tenure, retention and promotion as set forth in the collective bargaining agreement.

Interviews with faculty and administrators within the unit support the understanding that the theme of social justice and democracy provides an impetus for faculty to become involved in service activities in the area of institutional governance. To that end, three of the unit faculty members serve on the 9-member Academic Senate. Faculty participation in School Forums, various councils, committees, and advisory boards attests to their commitment to modeling leadership through service in participatory decision making processes.

Faculty membership and service in the professional organizations that guide the profession was also evident in leadership positions in such organizations as the National Association of School Psychologists, American Psychological Association, American Council of Teacher Education, Modern Language Association, National Association of Early Childhood Teacher Educators, Association of Educational Communications and Technology, and the National Council of Teachers of Mathematics. The faculty members in the unit serve as officers and members in these organizations in order to share and increase their knowledge and enhance the status of the profession. Interviews with candidates suggest that faculty participation increased candidate's willingness to join and participate in professional organization.

Faculty service to K-12 schools is a hallmark of the SEAS and was very evident in the participation of the faculty in activities to enhance education in the K-12 schools. The faculty serve on advisory committees, curriculum and standards committees under the auspices of local schools and state sponsored initiatives.

Collaboration

Collaboration with its educational partners in local schools is perhaps the strength of the unit. Pursuit of the unit's mission is demonstrated by the many efforts by the faculty to collaborate with their colleagues and K-12 schools to enhance the professional education programs and improve the performance of K-12 students. Interviews with the administrators from K-12 school districts served by the unit attest to the immersion of the unit, its programs at both levels, candidates and its faculty in collaborative efforts to enhance the quality of its service and to improve the quality of education and educational opportunities for K-12 students.

Faculty in the unit collaborate with other faculty and K-12 personnel on the Inter-departmental Curriculum Committees, California Assistive Technology Project, California Teacher Experimental Internship Grant, Urban Teacher Academy, Project SABER (Students, Assistants, and Bilingual Educators Reaching), Beginning Teacher Support and Assessment Program, Oakland Unified School District Education Cabinet, Professional Development Initiatives, and SOAR (Successful Options for Academic Readiness). There are four formal

partnership agreements with school districts to prepare teachers and other school personnel. In addition, SEAS has developed a partnership with the School of Business and instituted a shared training program for School Business Officers in response to the needs of school districts in the CSUH service area.

Interviews with local school superintendents indicated that there are few aspects of their district's operation in which the SEAS was not involved. These efforts ranged from joint projects to recruit and groom high school students into the teaching profession, to training paraprofessionals and alternative route teachers and administrators, to jointly developing grant applications, to evaluating programs, and providing instructional support and pupil personnel services.

Evaluation of Professional Education Faculty Performance

Evaluation of the faculty in the unit is guided by the conditions identified in the collective bargaining agreement and the procedures described in the Faculty Handbook. The system for tenure, evaluation and promotion ensures that members of the faculty are periodically evaluated in the areas of teaching, service and scholarly productivity. Faculty Activity Reports are required and identify areas of faculty productivity and provide the basis for Merit Increases.

The unit and its faculty utilize individual class session evaluations as well as course evaluations to provide feedback on the quality of instruction and services. Peer observations are also used as another source of information to assess faculty performance. Some programs employ a system of immediate feedback on instruction through on-line chats with field supervisors.

The unit employs a system of surveys of alumni, employers and cooperating teachers and administrators to provide continuous feedback on faculty performance.

Facilitation of Professional Development

Professional development is encouraged by the unit through the intellectual climate that has been created, in part, in the development of its Strategic Planning process and the ongoing dialogue around issues related to social justice and democracy. This dialogue has been given a structured forum in the establishment of the Center for Character Education. Most recently the faculty in the unit has begun exploring an open discussion entitled "Beyond Beyond Diversity." This discussion has the potential to stretch faculty intellectually and bring together members of the unit across departments in pursuit of a deeper understanding of social justice and democracy.

The unit supports the professional development of the faculty through several initiatives including the Faculty Center for Excellence in Teaching. The Centers organizes workshops on teaching to emphasize increasing student engagement, assessing student outcomes, using classroom technology, and designing interdisciplinary courses. The focus is always on promoting student learning. New Faculty Support Grants are made available to new faculty hires throughout the institution on a competitive basis. Seven (7) unit faculty members were awarded mini-grants of up to $5,000 each during the last three school years. These grants provide

stipends as well as release time to enable faculty members to pursue scholarly pursuits including research projects, publications and grant applications.

The SEAS Research Fellows Program has also been established to provide faculty with support for research in the form of release time, student assistance, and a small stipend. The unit has established a research agenda with prioritized areas of research that promote its vision of social justice and democracy. A Grant Development Incentive Program has been developed to provide support to faculty for preparing and submitting grant proposals for external funding.

Overall Assessment of the Standard

The professional education faculty and cooperating K-12 personnel in the unit are qualified for their assignments. All tenure-track faculty hold doctoral degrees and have demonstrated expertise in the fields that they teach and supervise. Faculty intellectual vitality is fostered by the unifying mission and vision of the unit and ensured by the requirements for tenure, retention and promotion contained in the collective bargaining agreement. The unit is fully immersed in the local schools that it serves through formal and informal collaborative agreements. The professional development of the faculty is encouraged through structured open forums around the theme of its mission and through a series of mini-grant support initiatives. The unit's administration and faculty combine to provide knowledge-based visionary focused professional education programs committed to creating educational leaders dedicated to social justice and democracy.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

A. Level: Initial and Advanced

B. Findings:

Unit Leadership and Authority

The School of Education and Allied Studies (SEAS), one of four schools in the university, is administered by a Dean, Associate Dean, two Assistant Deans, and five Department Chairs. Department chairs appoint program coordinators for each program, with the exception of the Department of Educational Leadership, which operates as a "committee of the whole" to fulfill their program responsibilities. The Department of Teacher Education and Educational Psychology Department each have an associate chair to assist with administrative tasks.

One program, the Clinical Rehabilitative Services Credential/Speech, Language, & Hearing, is offered through the Department of Communication Sciences and Disorders in the School of Arts, Letters, and Social Sciences (SALSS). Decision regarding faculty and resources are governed by the SALSS. The Credential Student Service Center in the School of Education and Allied Studies tracks the candidates' progress through their program; however, the unit has no joint decision-making policies or procedures in place relating to this program.

Program coordinators have release time for their leadership responsibilities that include convening program faculty meetings, recommending lecturers (adjunct) faculty, proposing curricular offerings, scheduling classes, determining faculty assignments, admitting candidates, and managing resources. Program area faculty members are responsible for curricular decisions in collaboration with their department chair. From the department level, curricular proposals are forwarded to the SEAS Council of Chairs (consisting of chairs, the associate dean, assistant deans, and dean). In the case of courses not affecting candidates in programs outside the school, the Council of Chairs action is final. In the case of new programs or major change in existing programs, the proposal proceeds to the Curriculum Committee at the University level. Approval at the Curriculum Committee level moves the proposal to the Academic Senate for approval. Minor changes involving a department outside SEAS would also require a review by the Academic Senate.

The SEAS has a School Council that ensures faculty input on policy issues. The Council consists of a representative group of faculty members, staff, department chairs, SEAS committee chairs, and student representatives. It is the major coordinating council for governance, strategic planning, review of goals and activities, and making policy recommendations.

The SEAS also has an advisory group, the Teacher Education Council (TEC), that is composed of administrators and teachers representing the school districts, community college representatives, subject matter professors, graduates, and SEAS faculty. The advisory committee provides a more formal process for input related to program needs based on

observations/assessments of candidates during student teaching, and assessments of graduates that are employed in the schools districts. It also serves as a forum to assist the unit to keeping abreast of needs within the schools and ways to build collaborative partnerships between and/or among the university and school districts.

The University shows strong support for the SEAS and views teacher education programs as vital to fulfillment of the institutional mission. An all-University commitment to teacher education is reflected through the University Council on Teacher Education, chaired by the provost. Council membership includes faculty and administrators from all four schools in the University, teachers and administrators from the local school districts, and community college faculty and administrators. Faculty members from SEAS serve on and hold leadership positions on the aforementioned councils.

Unit Budget

Approximately 61% of the university's $110 million budget was allocated to the Division of Academic Affairs during 2000-2001. A model based on generated full-time equivalent students (FTES) and student-faculty ratios (SFR) determines the amount allocated to each of the four schools. Based on this model, SEAS was allocated approximately $8 million this academic year. The University recognizes the expense associated with providing supervision at appropriate faculty to candidate ratios and provides funds for additional staff positions. Review of allocations during the past five years reveals that the SEAS has received an equitable portion of the university funds and that all departments have been treated in a similar manner. Additional funds in the library budget are earmarked for the unit's Hayward campus and Contra Costa satellite campus. The SEAS operates on a de-centralized budgeting process with each department chair responsible for making distributions and monitoring expenditures. The SEAS Budget Data Specialist assists departments and makes data available to assist in monitoring use of resources.

The Contra Costa campus serves other units from the university and has a budget for all operational expenses with the exception off faculty. The unit that is offering courses/programs on the campus provides faculty members.

Personnel

The California State University (CSU) system had specified agreements with the California Faculty Association. The agreement pertinent to CSU, Hayward is that the standard work load for faculty is 15 weighted teaching units (WTU's). CSU Hayward negotiates differences in workload in a variety of ways to accommodate program needs and support faculty. Faculty student ratios (SFR's) are reduced in graduate classes. Enriched workload credits are provided for individual student work, supervision of individual projects and theses, institutional committee assignments, instructional related activities, and internal service work. Through various means, SEAS has been able to reduce the faculty teaching load significantly with a majority of the full-time unit faculty having an annual average per quarter of 9 units or less for teaching and supervision combined. Even though the CSU system funds student teaching on a 25 to 1 ratio, the Department of Teacher Education maintains a policy that no faculty member can supervise more than 18 students teachers. To support the unit's 39 tenured or tenure-earning

faculties is their intensive field-based programs, a number of lecturers are employed each year. Currently, there are 39 teaching a course(s), 13 teaching and supervising field experiences, and 34 providing supervision only. The pool of lecturers is a stable group that collaborates with the unit on a regular basis.

Currently, the unit is engaged in several searches, which will increase the number of tenure track faculty. They are searching for four new faculty in the Teacher Education Department, one in Educational Leadership, and one in Educational Psychology.

The University has increased the level of staff support to programs and activities as another means of reducing faculty loads. A total of 28.45 staff positions serve the programs and activities in the departments under review. Of these, 9 provide services for students in Credential Student Service Center and 3 are full-time positions in the Computer Lab. In addition to the 28.45, the Dean's office has a staff of 5.6 positions.

Other support staff includes a full-time librarian serving the SEAS McHugh Reading and Curriculum Resource Center. Additionally, a librarian in the University library works with faculty and candidates in providing library and resource material related to the SEAS programs.

The university and the unit support professional development in several ways. The University Office of Research and Sponsored Programs mini-grants, summer fellowship stipends, partial leave time, and release time. Tenured faculty members are eligible for a sabbatical leave after six full years of service in preceding seven-year period. The University New Faculty Support Grants assist probationary faculty in obtaining promotion, tenure, or retention. The Office of Faculty Development offers workshops for faculty to support them in their teaching and research.

The SEAS offers four research incentive programs, namely, (1) grant development incentive that provides support for writing and submitting a grant proposal, (2) grant receipt award provides financial awards for faculty who receive an external grant generating indirect costs, (3) SEAS research fellow program that supports faculty conducting research, and (4) preparation of publication program that gives release time or monies for preparation of manuscript for publication.

Each month the SEAS School Council sponsors a school forum. Most forums focus on professional development of faculty with presentations such as innovative instructional strategies, technology in instruction, or alternative assessments. Also, each department has money allocated to support faculty travel to professional meetings.

Unit Facilities

The Dean's Office, faculty offices and most of the SEAS classes are housed in the Art and Education Building, which is one of the older buildings on campus. A major rehabilitation occurred in 1992-93 and a refurbishing project began in 1996 with furniture, chalkboards, blinds, etc. being replaced. Additional improvements were funded in 1999-2000 and 2000-2001.

Most faculty members have single offices with a few offices housing two persons. Part-time lecturers have a large multi-desk space for their use. All tenured and tenure earning faculty now have their own computer workstations.

The Credential Student Service Center (CSSC) is housed in the Arts and Education Building. The center was created in 1999 as a way of improving services for candidates and developing databases for mandated state and federal reports.

An Early Childhood Center is on campus, near the Arts and Education Building. The Center is a partnership with the Alameda County Head Start and SEAS. Under SEAS shared leadership with Head Start and the Associated Students, programs and services for infants, toddlers and preschool children of the students, faculty and staff of the university, as well as children qualified for Head Start or State Preschool Programs are available. The Center also serves as a place for candidates in SEAS programs to participate.

The SEAS McHugh Reading and Curriculum Resource Center houses an excellent collection of resources in reading, language arts, children's literature, and all curriculum areas. Instructional materials are available for ESL, environmental education, global education, social studies, etc. There is a collection of professional books and journals and seven computer stations. A full-time librarian manages the center.

The University Library holdings are current and extensive. The Library maintains "open stacks" and all areas are accessible to persons with a handicapping condition. On-line public access catalog HAYSTAC provides bibliographic access through the Internet. Students at the Contra Costa campus use on-line access and books or photocopied articles are delivered within 24 hours. Any journal article not in the library's collection and requested by a student or faculty member is faxed to the library within 3-4 days without charge. Regular interlibrary loan services are available to all education candidates. Several data bases are available, such as ERIC, PSYCLIT, LEXIS/NEXIS, etc. A library faculty with specialization in education and psychology provided assistance to candidates and faculty in the SEAS.

The Contra Costa facility, built eight years ago, includes electronically equipped classrooms, computer laboratory, library, and office space. Students and faculty have on-line access to the campus library.

Unit Resources Including Technology

The unit has resources from several sources to support their technological needs. Plans include the upgrading of software and equipment on a continuous basis. A system for managing student records is being implemented. Technical assistance staff is available to assist both faculty and students in development of instructional materials, documentation of accomplishments, and managing assessments.

The library on the main campus at Hayward and satellite campus library at Contra Costa provide on-line access for students and faculty. Major education databases are in place. Support staff is available to both students and faculty.

Faculty in the unit have been successful in seeking external grants to assist in providing software, technical assistance, and support services for faculty and students. A PT3 Technology grant in collaboration with a school district has led to increased use of technology in instruction and assessment.

Overall Assessment of the Standard

The leadership of the unit has emphasized shared governance and decision-making, which has created an atmosphere of cooperation and collaboration among the faculty members and departments. Faculty members are actively and enthusiastically engaged in maintaining a high standard of performance and exemplify the unit's theme, "preparing leaders committed to social justice and democracy", in their working relationships with students, colleagues, and professional associate in the schools. The program that is administratively outside the unit seems somewhat detached from the professional commitment visible within the unit.

Budgets, faculty position allocations, and other support services have been equal to or greater that those received by other schools in the university.

C.   NCATE Team Recommendation:
Initial Level – Standard Met
Advanced Level – Standard Met

D.   Areas for Improvement
Corrected
Former Standard III C. Performance Assignment of Faculty
(Advanced) Excessive teaching loads do not allow all faculty adequate time to engage in scholarly activities.
Rationale: Implementing enriched workload credits for services has reduced faculty teaching loads.
Continued: NA
New
The unit has no provision for shared guidance of the Clinical Rehabilitative Service/Speech, Language, and Hearing candidates.
Rationale: The program is administered through the School of Arts, Letters, and Social Sciences and all decisions pertaining to the program are external to the unit. The program lacks some support services needed to function effectively.

E. State Team Decision: Standard Met

The team identified a concern related to an element of CCTC Common Standard #1, "Institutional leadership fosters cohesiveness in management;". The lack of cohesiveness exists between the CRS program and other credential programs. The CRS is located outside of SEAS. Despite the breadth of membership and range of topics addressed by the Council on Teacher Education, cohesive management is not evident.

<h1 style="text-align: center;">Program Standards</h1>

<h2 style="text-align: center;">Multiple Subject CLAD/BCLAD Emphasis Credential
Multiple Subject CLAD/BCLAD Emphasis Internship Credential</h2>

Findings on Standards
All Multiple Subject Credential Standards have been met. However, Standard 4A (Multiple Subject Reading, Writing and Related Language Instruction in English) was met with concerns (see below). The decision is based on the results of an extensive examination of the documents submitted by the institution, interviews with all constituents, and a thorough review of the documents room. The administration, faculty and staff should be commended for their hospitality, assistance and willingness to comply with the requests of the accreditation committee.

Standard 4a The team found this standard to be met with concerns. Those faculty interviewed understood the importance of a balanced, comprehensive reading program that includes explicit and meaningfully-applied instruction. However, a review of course syllabi and course texts utilized by those faculty conveyed conflicting information about "balanced comprehensive" programs. When questioned about the conflicting models that appear in the texts and are referenced in some syllabi, faculty responded that they provided explicit information to clarify for students the expectation that they are to deliver a standards-aligned, research-based balanced, comprehensive program. However, given the number of part-time instructors, it is evident that the texts with conflicting models are being used and referenced as positive models of effective programs. There was no evidence provided, either through document review or interviews, that students are informed consistently across multiple sections of courses that some models presented in their texts are not aligned with current confirmed research as referenced in state policy.

Strengths
The Multiple Subjects Credential Program utilizes a cohort approach, with a faculty member being assigned as a Team Leader to each cohort. Faculty, district administrators and teachers, as well as candidates and graduates often referred to the importance of the Team Leader role in providing stability within the cohort. Constant collaboration, reflection, and assessment of the program were evident.

There is strong evidence of collaboration within the cohorts. Advice is sought from all constituencies. The New Haven and West Contra Costa School Districts are to be commended for going beyond the expected level of collaboration. The districts have sought grants and provided funding to release two teachers full time as additional Team Leaders for their cohorts.

Diversity is a particular strength of the Multiple Subject Credential Program. The students are representative of the ethnic diversity of the region. Students and graduates were uniformly able to articulate the school's vision that includes leadership, social justice, and democracy themes. Both full and part-time faculty include the vision statement in their syllabi and demonstrate or discuss related teaching strategies that candidates can use in their future classrooms.

The Blended Undergraduate Teacher Preparation Program, started in 1999, will graduate their first cohort this June. Blended Program students were consistently positive about their cohort experience. The students cited their extended time in elementary classrooms and early completion of their teaching credentials as factors in their decision to join the Blended Program. Faculty noted that the Blended Program has created stronger ties between the Liberal Studies and the Multiple Subject Credential Program.

Concerns
None noted.

Single Subject CLAD Emphasis Credential
Single Subject CLAD Emphasis Internship Credential

Findings on Standards
All Single Subject Credential Standards have been met. The decision is based on the results of an extensive examination of the documents submitted by the institution, interviews with all constituents, and a thorough review of the documents room. The administration, faculty and staff should be commended for their hospitality, assistance and willingness to comply with the requests of the accreditation committee.

Standard 4b The team found that the reading standard was fully met. The professional preparation program provides substantive, research-based instruction that prepares candidates for Single Subject teaching credentials to provide instruction in content area reading and writing for all students.

Strengths
The team found that the single subject credential program prepares candidates to meet the diverse educational, cultural and linguistic needs of California public schools. Candidates have been taught various lesson designs that can be easily adapted to school-wide instructional practices at field experience sites. There is a strong emphasis on practical application activities correlated with theory and pedagogy in course offerings.

Twice a year, course–alike meetings are held to share and scrutinize instructional strategies and other concerns. Furthermore, a meeting is held annually to review all course syllabi to insure there is no overlapping of course objectives and expected outcomes. In developing course syllabi, faculty members align course objectives and instruction to include California Standards for the Teaching Profession (CSTP) and content area standards, as appropriate.

There is a high level of collaboration between team leaders, supervisors, master teachers, student teachers, and interns within cohorts. During interviews, it was apparent that interns received adequate to above adequate support from their master teachers. Interns have conferences with their master teachers daily and supervisors weekly.

The single subject credential program deserves specific commendations for:
• Promoting social justice and democracy in all strands of the credential program;

- Creating positive collegial relationships and partnerships with local school districts;
- Strongly encouraging candidates to create electronic portfolios;
- Using the Star Teacher Selection Interview (Haberman) process to select interns assigned to urban schools;
- Creating the Urban Teacher Academy as a recruitment program to meet the severe shortage and need for teachers in California;
- Addressing candidates concerns and considering their recommendations to improve the program through continuous assessment.

Concerns
None noted.

Reading Certificate and Reading/Language Arts Specialist Credential

Findings on Standards
After review of the institutional self-study, supporting documents/exhibits, and interviews with candidates, graduates, full and part-time faculty, employers, program administrator, and university supervisors, the team found all standards of the Reading Certificate and Reading/Language Arts Specialist Professional Preparation Program to be fully met. The institutional self-study report presented a cohesive program that purposefully addressed each standard and element of the Reading Certificate and Reading/Language Arts Specialist Professional Preparation Program. Interviews consistently reinforced the self-study report.

Strengths
Candidates learn about the program from site reading specialists, internet information, or university brochures. Options are available and utilized to apply to the program on-line or in writing. Candidates described consistent accessibility in obtaining advising, specific information, and transfer of equivalent course credits. They consistently reported availability of the program coordinator for problem solving, encouragement, and advising. One candidate's remark, "everyone encouraged and supported me," expressed a common theme.

The program ensures that candidates participate in observation and practice of effective reading instruction and assessment during both field and Summer Reading Clinic experiences. During the Summer Reading Clinic, candidates are required to work with students different than those they normally teach. Every course incorporates a field experience, designed to increase the candidate's knowledge. Candidates particularly value the opportunities to share and critique lesson plans and results in small peer groups. Coaching and feedback by university supervisors assure consistency and quality as the candidates develop their teaching and leadership skills.

Program faculty, both full and part-time, model new instructional and assessment strategies, and guide candidates as they practice those strategies. Candidates consistently stated that they were able to "use what was learned the next day" in their teaching.

The cohort organization was particularly cited as a valuable avenue for discussion and reflection of instructional and assessment strategies which candidates incorporated in their practical

experiences. Candidates especially valued opportunities for collaborative reflection, and the practical scaffolding of activities.

The small size of the Reading Certificate and Reading/Language Arts Specialist Professional Preparation Program facilitates on-going faculty-student collaboration, communication with site support teachers, and a shared ability to reflect on and provide for each candidate's ultimate development as a successful leader in the teaching of reading. Candidates, graduates, and support teachers believe strongly in the value and importance of maintaining the cohort model.

Concerns
None noted.

Education Specialist Credential Programs
Mild/Moderate and Moderate/Severe Level I and Level II

Findings on Standards:
Based on interviews (with candidates, faculty, employers, advisory board members, graduates, supervising practitioners, credential analyst, and institutional administrators) and document review, the team determines that all standards are fully met.

Strengths:
The Special Education faculty (in collaboration with the Teacher Education faculty), are to be commended for designing Level I Mild/Moderate and Moderate/Severe credential programs that are built upon a sound and well articulated conceptual framework. Students value the TED/SPED concurrent program model. Knowledge of special education practices gives candidates and graduates credibility with teacher education staff in the schools. Reportedly, the Level I and Level II programs are rigorous, and unsuitable candidates are counseled out of the program. High program standards are therefore valued and enforced. Students reported that they are well prepared to take the RICA exam.

Other strengths of the program include a good balance of theory and practice in the curriculum, relevant and meaningful content, a notable diversity component, multi-faceted advisory processes, and numerous and significant collaborative experiences with key school and district personnel, parents of disabled students, and community agencies. There is significant faculty involvement in the schools as evidenced by a variety of partnership activities. Students and graduates report especially good Teacher Education and Special Education teaming in the EDSY 5021/TED 5500 Education of All Students: Diverse Classes course. Level II students appreciate the non-IHE opportunities to meet their program requirements.

Early and ongoing fieldwork is another strength of the Level I and Level II programs. Field placements are varied and student teachers are well prepared for their assignments. Field supervision is effective, and there is a great deal of timely coaching and mentoring by university supervisors and supervising practitioners. Students are engaged in numerous professional activities related to the respective credential they are pursuing. Several graduates have distinguished themselves by achieving noteworthy appointments in schools and other education agencies.

The Special Education faculty at CSU, Hayward is highly regarded by graduates, employers, candidates, and supervising practitioners. They are well qualified, very dedicated to their profession and deeply committed to parent and child advocacy. The candidates and graduates who were interviewed consistently expressed sincere appreciation for the availability, accessibility, care and support provided to them, even after they have completed their credential programs.

Faculty have also pursued and won grants, which have provided funding for several special program initiatives. Their many extra efforts to deliver quality Level I and Level II Mild/Moderate and Moderate/Severe programs are exemplary.

Preliminary planning is underway for a district intern program. Needs assessment data are currently being collected. A full time faculty position is being added to support the Special Education Level I and Level II Mild/Moderate and Moderate/Severe programs.

Concerns:
None noted.

Clinical Rehabilitative Services Credential: Language Speech and Hearing

Findings on Standards:
Based on interviews with candidates, faculty, clinical supervisors, employees, advisory board members, graduates and field supervisors, document review and site visits, the team determines that all standards are fully met for the Clinical Rehabilitative Services credential in language, speech and hearing.

Strengths:
The strengths of the undergraduate/graduate program in speech/language pathology and audiology are considerable. The program has received ASHA accreditation effective through August, 2004. The program is implemented by highly qualified faculty and clinical staff who should be commended for their commitment to developing quality professionals in a demanding field. Students and graduates report a high degree of enfranchisement on the part of faculty and staff regarding the success of students in the program. A major component of this is clearly stated expectations on the part of faculty and staff regarding candidates in the program. There is strong evidence of accountability in the "tracking" of students from point of entry in the program through to completion of the program with joint oversight between faculty and student. All faculty participate in the advisement process.

Significant growth has taken place within the department with total majors doubling since 1986 with a 7.6% increase currently over Fall 1999 enrollments. Graduate majors increased from 26 to 74 and undergraduates from 36 to 53. This speaks to the degree of interest in what the department has to offer as a training institution, but carries its own drawbacks as well. Enrollment figures for the CSU system ranks the department with the highest student/FTF ratio of all programs in the system and the lowest number of full time faculty, even at full strength of

5 FTF (based on 1999 figures provided). Corporate sponsorship has been a recent addition with donations exceeding $35,000.00. Clinic fees provide additional funds to the program. Treatment programs have been expanded and plans are in process to further this expansion. Current treatment programs include the Aphasia Treatment Program, the Aphasia Group Program, the Audiology Clinic, School Hearing Screening Program, Community Service Audiology and SLP Screening Program, Alternative/Augmentative Communication, TALK-Autism program, Parents' Autism Support Program, Early Childhood Education Center services program, the Fluency Clinic and Verbal Skills Program. Further expansion plans include a partnership with the director of the Autism Society of America to develop a local national chapter at CSU, Hayward using the North Carolina intervention program and to develop, in conjunction with Children's Hospital of Oakland, Best Practice Guidelines for early intervention with autism. It also includes plans to provide training for clinical supervisors, consideration of training speech aides, becoming a mentoring site for the training of fluency specialists, to add a degree in audiology including hearing aid dispensing and to more broadly reach the surrounding community with speech, language and hearing services.

Another area of strength is the strong connection between academic/theoretical preparation and clinical application. There is undergraduate clinical experience that is not always found at other training institutions in the field of speech/language pathology and audiology. An effort is being made to provide student clinicians with more exposure to group therapy experiences that better prepare them for public school settings. There is strong evidence for accountability in the clinical training of candidates, both on-site and off-site. Components noted are diagnostic/ therapy pre-planning, supervisor feedback, report development and clinician self-analysis formats. Approximately 6900 patient hours of diagnostic and treatment services are provided by the department clinic each year, serving a wide variety of disorders in a diverse population.

There is a strong base of cooperation and collaboration between the department and various sites, i.e., the Early Childhood Education Center at CSU, Hayward, public schools and hospital/clinic sites. These connections are established by and through the efforts of the Clinic Director and Director of Special Programs and supported by faculty who make site visits during the quarter.

Graduates of the program give it high marks in terms of their preparation and employees seek them out. Feedback given describes graduates as well-qualified professionals and leaders. Graduates score well on the national qualifying examination. A series of elective courses was added to the curriculum to broaden candidate knowledge base. There was some conflicting opinion on the part of field supervisors as to the degree of consistency of knowledge across students in the areas of bilingual preparation and dysphagia. However, this appeared to be specific to the client population served by the reporting field supervisor.

Concerns:
None noted.

Pupil Personnel Services Credential: School Psychology
Pupil Personnel Services Credential: School Psychology Internship

Findings on Standards
On the basis of document review, observations and interviews with faculty, field supervisors, employers, advisory committee members, recent graduates and currently enrolled students, the Team finds that all standards are fully met for the School Psychology and School Psychology Internship Programs.

Strengths
The Clinical Child/School Psychology (CSSP) program, within the Department of Educational Psychology, offers students some unusual opportunities. Students may earn a masters degree in counseling, as well as the academic requirements for licensure as a marriage and family therapist in addition to the PPS credential. Students also have field and clinical work components in addition to their rigorous first year classroom schedule which prepare them for later independence in their internship settings. Due to local demand for psychological services along with the students' extensive early experience, many students are paid during their second year in fieldwork. Students report they have no difficulty securing paid, quality internships for their third year.

Employers and fieldwork supervisors were consistent in rating interns and graduates as highly qualified and well prepared to work effectively with changing needs and diverse populations in the schools. The Team observed many aspects of the CCSP program which contributed to these accolades. First of all, students are chosen carefully for admission. They are provided with clear criteria for progress in a handbook and evaluation instruments. They are supported throughout the program through being part of a small cohort group along with frequent contact with faculty and field supervisors.

Faculty members and administrators in the School of Education and Allied Studies clearly articulated the mission of social justice and democracy through modeling mutual respect, appreciating diversity and collaborative decision-making. This collaboration is apparent within the Educational Psychology Department, which is working to reinstate the PPS Counseling Credential option in the fall of 2003. The search process has begun to hire a new full-time faculty member and to reorganize existing resources. In addition to planning for this new program, faculty have also been responsive to input from students and advisory committee members in improving and updating course offerings such as crisis intervention and infant-toddler assessment.

Concerns
None noted

Preliminary Administrative Services Credential (including Internship)
Professional Administrative Services Credential

Findings on Standards:
After the review of documents, including the institutional self reports, the completion of interviews with candidates, graduates, faculty, employers, mentors, field supervisors, and advisory committee members, the team determined that all program standards are met for the Preliminary Administrative Services Credential, Preliminary Administrative Services Credential with an Internship, and Professional Administrative Services Credential.

The Administrative Services programs demonstrated on-going program development, assessment, and modifications responding to the needs of candidates as well as reflecting feedback provided by stakeholders, including students, graduates, faculty, employers, and advisory board members. Comments from the interviews with these stakeholders were very positive about the cohort model and on-going faculty support.

Strengths:
The faculty demonstrate a sincere effort to give attention to the program. Students, employers, graduates, mentors, field supervisors, and advisory board members report that student success is in great part reflective of the faculty roles as professional educators. The mission of the Department of Educational Leadership to "prepare and influence bold and socially responsible leaders" is echoed through course syllabi, faculty discussions, interviews, class activities, candidate fieldwork activities, and most significantly in the professional lives of the graduates.

Highly praised by the candidates and graduates are faculty expertise, peer-support and networking from the cohort structure and real-world oriented course content and instructional delivery.

Numerous graduates reported that they remain connected with and continue seeking advice from instructors.

Graduates and students of the Internship program indicated that the program was very meaningful to them because they were able to apply and integrate theories and practice in their job duties.

Concerns:
None noted.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Multiple Subject Programs

The SEAS should address art, music, and physical education methodology to a greater degree.

The team suggests that the University continue to work closely with its partners to ensure that the pedagogical practices of reading modeled by cooperating/master teachers for candidates are consistent with current research as reflected in state policy.

The team encourages the University to continue, and consider increasing the frequency of articulation meetings between field site supervisors, student teaching supervisors and course instructors (both full- and part-time). The meetings provide, or have the potential for providing, critical opportunities for participants to collaboratively monitor the progress of candidates and to explore the possibility of developing common coursework, supervision and feedback tools.

Single Subject Credential

The team encourages the university to schedule regular collaboration meetings between full-time and part-time faculty members to insure cohesion in the course experience of the single subject credential program.

The team suggests that the university familiarize all participants and practitioners with the terminology of each program. For example, some interviewees were unfamiliar with the term Discrete Program.

Education Specialist Credentials

Based on feedback from candidates, graduates, faculty, program coordinators and department chairs, it is recommended that Teacher Education and Special Education faculties collaborate on an ongoing basis to strengthen program development, program delivery, program review, and program coordination. Additionally, it is recommended that all parties recognize and value the existing program strengths and faculty talents across all Teacher Education, Special Education, and related disciplines and that those talents be fully utilized in a collaborative spirit toward new program development and program revisions. Lastly, the team recommends that input from advisory groups continue to be utilized on a regular basis to assist with determining meaningful and relevant curriculum and new program initiatives for the TED/SPED candidates.

The team recommends that increased emphasis be placed on instructing candidates about how to align state curriculum standards with Individualized Education Program (IEP) goals.

Clinical Rehabilitative Services Credential

The team recommends that the department continue to pursue a multidisciplinary assessment team format in the ECEC as a valuable addition to an already rich clinical experience.

Further, due to the increasing demand for clinical services and supervision, the team recommends that the institution consider making the Clinic Director position full time along with appropriate secretarial support in the clinic with more space being the most frequently reported need of the program.

Pupil Personnel Services: School Psychology

There is evidence of collaboration between and among some departments within the School of Education. The Team recommends continuing to integrate school psychology and counseling students and faculty in crossover courses and cooperative planning with other departments.

Alumni and field supervisors expressed interest in coming to Saturday courses and guest speaking engagements. The Team recommends offering these learning opportunities and specifically inviting guests whenever possible.

Many students expressed satisfaction with the collaboration between university and field supervisors. Some students expressed frustration that university supervisors did not observe them on site in their fieldwork. The Team recommends that the university address this issue with students.